North Carolina Cooperative Extension
Program Development Institute:
A Solid Foundation for Extension Programming
In North Carolina

Environmental Scanning

Steps to Conduct an Environmental Scan[1]
(Every 4 years)

Step	Task	CED Initials
1	**Determine who will be involved and who will lead the county team through the scanning process**. Recommend that CED lead process with all county faculty and staff involved. Involve County Advisory Leadership.	
2	**Conduct situational analysis using secondary data.** a. Access and examine common databases. LINC database and County Profile. b. Collect and examine data from other organizations. 1. Examine County Government Strategic Plan. 2. Examine community-wide needs assessments performed by non-profit organizations such as United Way when available. 3. Examine planning documents such as Community Diagnosis conducted by some health departments if available. 4. Examine assessments conducted by other governmental groups such as Sheriff's Office, Chamber of Commerce (county seat); etc.	
3	**List issues that are important based on secondary data.**	
4	**Conduct situational analysis using primary data from major stakeholders.** a. Advisory Leaders. b. Input from county government.	
5	**Map county to obtain primary data from a cross section of population.** (Use one of the techniques to map your county.) a. School districts (educational). b. Political districts or voting districts. c. Geographical (quadrant dividing north, south, etc.)	
6	**Conduct situational analysis using primary data to gain information from the general public. Use this opportunity to build on what you discovered in steps 2 and 4.** (Conduct at least one of the following in each "mapped" territory outlined in Step 5.) a. Community Forum. b. Interview/Focus Group. c. Survey.	
7	**List issues that surfaced as important in both the primary and secondary data.**	
8	**Conduct external assets inventory to identify community resources that can be used to assist with addressing issues.** a. Individual Skills Inventory of individuals in the county. b. Formal Institutions (Services and Resources). c. Associations and Community Groups.	
9	**Prioritize issues using Prioritization Tool.**	
10	**Examine integrated nature of priority issues (i.e. internal organizational assets.)**	
11*	**List priority issues and internal/external assets to address those issues. Each county send to District Extension Director by August 15, 2007.**	

[1] Developed by Lisa Guion, April 2007. Some insight gained from reading Witkin, B.R. and Altschuld, J.W. (1995). Planning and conducting needs assessment. Thousand Oaks, CA: Sage.

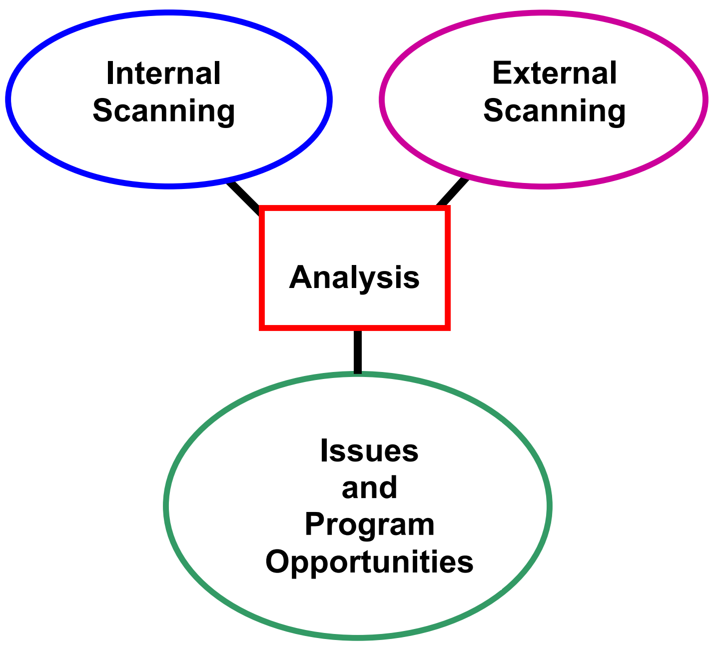
An Overview of Environmental Scanning[2]

What is Environmental Scanning?
Environmental scan- A continuous process of scanning, studying, and analyzing the current and emerging forces that exist within the economic, social, cultural, political, technological external environment of the educational organization (Boone, Safrit, & Jones, 2002).

Essentially, it is a systematic process of identifying <u>potential</u> program opportunities that will address high-priority issues/needs. An environmental scan provides comprehensive information on the current operating environment in the county and produces a comprehensive list of issues and opportunities that may represent appropriate organization "investments".

The term "environmental scan" comes from strategic planning literature. Strategic planning strives to identify the best fit between an organization and its external environment and is conducted assuming the need for continuous improvement of programs.

Boone asserts that organizations must engage in scanning both the internal and external environment. In the NCCE Educational Program Development System, take note that the foundation for planning is an understanding of our organizations' mission and strategic priorities.



The scanning process results in preliminary information necessary to select those priority issues for which specific plans will be developed. **The keys to successful scanning are active and open exploration of our communities incorporating diverse sources of information (primary and secondary data) and diverse viewpoints (key stakeholders, volunteers, ALS).**

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[2] Adapted and revised, with permission, by Melissa Hight and Lisa A. Guion from M. Duttweiler, Cornell University.

Scanning is our opportunity to take a fresh, objective look at issues/needs that lend themselves to educational solutions. Resulting information may often prompt exploration of new needs and audiences, but may also reaffirm present program direction.

Objectives of Environmental Scanning

- To detect important economic, social, cultural, environmental, health, technological, and political trends, situations, and events (Boone, 1985 and Boone, Safrit, Jones, 2002).
- To identify the potential opportunities and threats for the institution as a result of these trends, situations, and events.
- To gain an accurate understanding of the organization's strengths and limitations. As Boone (1985) notes, this is an important aspect of an internal organizational scan.
- To provide a basis for allocation of future program investments (what we will focus on).

Typical Components of an Environmental Scan (Boone, 1985)

- A summary and analysis of economic, social, cultural, environmental, health, technological, and political data pertinent to the county/area.
- Information collected from external public and private organizations and agencies on issues in the county/area.
- Information from existing and potential stakeholders in regard to interests, needs, opportunities, and potential collaborations.
- Assessment of your organization's current program direction and capabilities.

Thought Process for Environmental Scan (Duttweiler, n.d.)
To arrive at a true analysis of the situation you must:

- ***Explore "both sides of the ledger" to gain a complete picture-***
  - ✓ needs **and** opportunities
  - ✓ assets **and** limitations
  - ✓ barriers **and** aids
- ***Think micro and macro-***
  - ✓ immediate environment – individual circumstance, specifics of the local situation
  - ✓ macro environment – the broader community and surroundings
- ***Use multiple "lenses" to look at the same information or situation-***
  - ✓ economic, social, cultural, environmental, health, technological, and political lenses
  - ✓ immediate, near-term, and longer-term considerations
  - ✓ past, present, and future perspectives
- ***Look for ways to "test" information-***
  - ✓ ways to confirm, expand upon, or potentially contradict an observation
  - ✓ additional sources that could be helpful
  - ✓ important information gaps
- ***Think beyond felt needs and opportunities consider also-***
  - ✓ expressed needs and opportunity – evidenced by what people do
  - ✓ comparative needs and opportunity – identified by comparisons to other situations
- ***Look for evidence on how CCE is perceived- credibility, roles, value, etc***. (Boone, 1985 and Boone, Safrit, Jones, 2002)
- ***Identify what you don't know as well as what you do; think about other possible sources that you have not explored.***

Getting Started

The first step in establishing a scanning process should be to identify who is responsible for the process. All staff and all committees have roles in scanning but clear leadership for the overall approach is necessary to assure a comprehensive approach. In many cases, the long-range committee or an ad hoc planning group supported by one or more staff assumes lead responsibility for the overall process. Once leadership for the process has been established, an approach to selecting appropriate scanning activities might be as follows:

1. ***Review and update general socioeconomic and county/area situation information.*** An updated county/area socioeconomic profile can help identify information needs and who should be involved in the scanning process. General situation information helps you see scanning information in context. Current demographic information typically is accessible in local libraries, planning departments, and on the internet. A good place to begin is the "Data Toolbox" compiled by Dr. Stephen Lilley, Department Extension Leader, on the Department of Sociology and Anthropology's website: http://www.ces.ncsu.edu/depts/sociology/demographic.html. This data is not separated by subject area. New Faculty Orientation participants will get a list of "key" data sources by subject area that explains the type of data available and how to access it. Dr. Lilley's list, however, is more comprehensive.

2. ***Take stock of existing "in-house" information.*** Assemble and honestly critique existing information on issues and program needs. Carefully consider the strengths and limitations of that information including:
   - ✓ Is it current?
   - ✓ How was the information collected?
   - ✓ What perspectives and audience viewpoints were included?
   - ✓ What information is needed to verify the information on hand?
   - ✓ What additional information or perspectives are needed?

3. ***Actively collect and assess scanning information from other organizations.*** Examples include community-wide needs assessments by groups such as the United Way, specific or comprehensive planning documents such as Community Diagnosis completed by some large health departments, and plans of work or reports available from other organizations. In some cases, you might discover that you can collaborate with another group to generate information that meets both your needs.

4. ***Access networks.*** List those organizations, client groups, and personal contacts with which paid staff and volunteers have ties. This is a chance to include all staff in the scanning process.

Scanning Methods

Situational analysis is a process of gathering and analyzing primary and secondary data to identify current community needs, issues, problems, opportunities and community assets. It is a comprehensive analysis of information from an environmental scanning process that uses stakeholder input, engagement of county partners, and the cultural, social, political and economic climate of the county in determining future program direction.

A variety of methods are used to collect additional information to use in analyzing the situation in your county. Typical approaches include:

- **Secondary Data-** information from sources external to individuals and community members/leaders. Typically, this consists of accessing statistical databases and other forms of existing data on social, economic and environmental indicators.
- **Primary Data-** information from individuals and community members/leaders. The principal means by which primary data is collected in Extension includes conducting interviews, focus groups, community forums/public meetings, polling/surveying and using the Advisory Leadership Systems.

It is critical to use multiple methods and sources of information/data for both primary and secondary data analysis.

When Environmental Scans Fail

There are a number of reasons why your environmental scan may not give you an accurate picture. Some of these are:

- Failure to incorporate diverse sources of information and viewpoints.
- Failure to consider both external and internal perspectives.
- Failure to test information by using multiple methods, looking through different "lenses."
- Failure to consider micro environment/macro environment interactions.
- Exploring only needs and constraints without seeing opportunities and assets.
- Being too superficially/broadly or too narrowly focused.
- Not involving those who can act on the information.
- Promoting unrealistic expectations.
- Lack of decision criteria for setting priorities and focus.

Synthesize and Act on Scanning Information

Once data is collected, additional analysis typically is needed to translate that information into actionable program ideas. This requires bringing in stakeholders and county partners to explore the findings together.

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Situational Analysis: Gathering Secondary Data

County Profile Attachment at the End of the Document

North Carolina Cooperative Extension
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Situational Analysis: Gathering Primary Data

North Carolina Cooperative Extension Service
Advisory Leadership System[3]

Functional Advisory Groups

There are many different kinds of advisory groups - those that are very functional, some average and others that have very little value. What makes the difference? Is it worth the time and effort involved to have a functional group?

The investment in volunteer leaders is one of the best investments of time and effort that you can make to strengthen Extension programs. Bringing in others to help extend the resources of the Universities pays high dividends to our clientele base, our organization, our funding partners and Extension professionals.

To have a functional advisory group, the following criteria are essential:

- Purpose of Advisory Leadership System is understood.
- Structure is in place.
- Membership is balanced and rotation system is in place.
- Role of Advisory Leaders and Extension professionals is clearly defined and understood.
- Advisory Leader's Expectations are met.

All county Extension faculty are expected to utilize volunteers to develop strong and effective educational programs.

Purpose of Advisory Leadership System

When volunteers and Extension professionals understand the purpose of Advisory Leadership, they are more committed to advisory functions. Following is the purpose of the Advisory Leadership System:

- Functions as a valuable partner to Cooperative Extension Service (CES).
- Gives grassroots connection.
- Helps CES stay relevant, responsive and focused.
- Provides communication to key groups.
- Expands resources.

[3] Prepared by Joy Staton, North Carolina Cooperative Extension Service, Advisory System Leader, May, 2007 from http://als.ces.ncsu.edu/

North Carolina Cooperative Extension Service

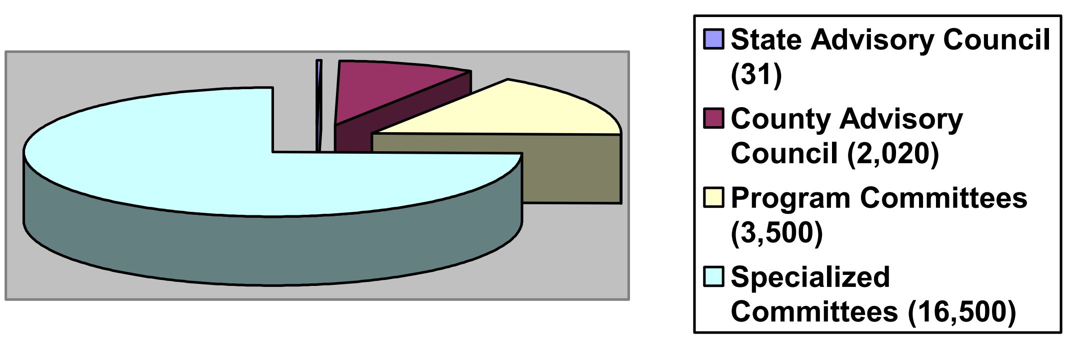
Advisory Leadership System

Structure

State Advisory Council	District Advisory Council and/or Cluster	County Advisory Council	Program and/or Specialized Committees
31 members	Varied members	12 –24 members	6 – 12 members
3 mtgs. annually	2+ mtgs. annually	4 – 12 mtgs. annually	2 – 6 mtgs. annually

When you combine all the advisory leaders statewide, there is a combined force of around 22,000 volunteers. **These volunteers are one of our greatest resources!**

Volunteers Statewide



Membership

Three keys to success for Advisory Groups are balanced membership, rotation system and recruitment.

◆ **Balanced Membership**

- Represents Extension programs.
- Reflects diverse populations and geographic areas.
- Engages in the community.
- Able to identify emerging issues.
- Knows and interacts with influential leaders.
- Understands community – political, social, economic, demographic issues, etc.
- Represents non-users.
- Complies with Title VI (1964) and Title IX (1972).

A "Membership Chart" for all advisory groups ensures that membership is balanced.

◆ **Rotation System**

- 3-year term.
- 2 consecutive terms – 2 years off before returning.

◆ **Recruitment**

- Continually search for new leaders.
- Have existing advisory leaders, staff members, government officials, etc. provide recommendations for new members.
- Cultivate relationships with Extension clientele.
- Have other agencies, departments, recommend individuals to serve.
- Have individuals from partnering agencies and departments serve.
- Look for individuals willing to make a commitment to CES.

Role of Advisory Leaders

Advisory members provide input in an **"Advisory Mode."** They are not a board of directors. The three main functions of Advisory Leadership are: programming, advocacy and marketing.

◆ **Programming**

- Assessing needs.
- Prioritizing needs.
- Designing, implementing and evaluating programs.
- Identifying resources.
- Assessing program impacts.
- Assessing needs of the entire system.

◆ **Advocacy**

- Building and nurturing relationships with elected officials and key leaders at all levels.
- Reporting on Extension programs and impacts.
- Educating clients, friends, elected officials and key leaders about CES.

◆ **Marketing**

- Speaking positively about CES.
- Recommending practices to market CES.
- Being the eyes and ears of the community concerning CES.
- Marketing CES to the public.

Role of Extension Professional Working With Volunteers

New Advisory Leaders need an orientation to prepare for their role. Also existing volunteers need continuing education so that they can be more effective in their roles. Volunteers share their time and resources with Cooperative Extension – it is very important to recognize volunteers for their efforts.

◆ **Provide training on:**

- Overview of CES.
- Connection of the Land-Grant System.
- Understanding of ALS.
- History and Philosophy of CES.
- Significant Programs.
- Expectations.
- People Involved.
- Funding.
- Leadership.

Expectations of Advisory Leaders

People volunteer for many different reasons. Some want to give back part of what they have been given – others want to do their part to make a difference in this world. Volunteers should have positive experiences and be treated with kindness and respect.

◆ Volunteers expect:

- Faculty committed to working with volunteers.
- Meaningful involvement.
- Communication and early involvement in discussions concerning issues of importance to CES.
- Education of key programs.
- Meeting agenda planned in advance with advisory input.
- Yearly calendars.
- Clear expectations and direction.
- Opportunity to provide "real" input, freedom to disagree.
- Enjoyable, well-organized meetings.
- Food and fellowship.
- Minutes distributed promptly.

- Sense of accomplishment.
- Not to feel "overused."

North Carolina Cooperative Extension Service
Advisory Leadership System
Checklist for Functional Advisory Groups[4]

	Volunteers and Extension faculty understand purpose.
	Council and/or committee structure is in place.
	Membership is balanced.
	Rotation system in place – 3-yr. terms – 2 consecutive terms – 2 yrs. off before returning.
	Recruitment is an ongoing process.
	Volunteers and Extension faculty understand the role of Advisory Leaders.
	Advisory Leaders help with needs assessment.
	Advisory Leaders help with prioritizing needs.
	Advisory Leaders are involved in design, implementation and evaluation of programs.
	Advisory Leaders help identify resources.
	Advisory Leaders help assess program impacts.
	Advisory Leaders build and nurture relationships with elected officials and key leaders.
	Advisory Leaders help communicate CES programs and impacts.
	Advisory Leaders continuously educate others about CES.
	Advisory Leaders speak positively about CES.
	Advisory Leaders are the eyes and ears of the community concerning CES.
	Advisory Leaders help with marketing efforts.
	CES provides adequate orientation training.
	CES provides continuing education for all volunteers.
	Volunteers are recognized for their efforts.
	Extension faculty is committed to working with volunteers.
	Meaningful involvement is provided.
	Good communication flow exists between Advisory Leaders and CES.
	Volunteers are aware of key programs.
	Meetings are planned in advance with advisory input.
	Yearly calendars with dates of meetings and events are available.
	Volunteers have clear expectations and direction.
	Opportunity to provide "real" input exists; there is freedom to disagree.
	Meetings are enjoyable and well organized with food and fellowship.
	Minutes of meetings are distributed promptly.
	CES & Advisory Leaders utilize ALS website.

[4] Developed by Joy Staton, North Carolina Cooperative Extension Service, Advisory System Leader May, 2007. http://als.ces.ncsu.edu/

Sample Agenda[5]

North Carolina Cooperative Extension Service

_____ County Center

County Advisory Council Meeting - (focused on programming)

1st meeting

Welcome and Introductions	County Advisory Chair
Minutes	Secretary
Secondary Data Analysis Report – overview of how information was gathered and results	County Extension Director
Discussion with Advisory Leaders about findings (use interview guide) and get feedback	County Advisory Chair
Discussion of how and when to collect Primary data from general public	County Extension Director County Advisory Chair
Adjourn	

Go collect Primary Data

2nd meeting

Welcome and Introductions	County Advisory Chair
Minutes	Secretary
Primary Data Analysis Report – overview of how information was gathered and results	County Extension Director
Analysis of Similar Needs from Primary and Secondary Data	County Advisory Chair
Prioritize Needs and Issues that are similar (use prioritization tool)	County Extension Director County Advisory Chair
Discussion of collection of Community Assets to address priority issues	County Extension Director County Advisory Chair
Adjourn	

[5] Developed by Lisa A. Guion and Joy Staton, April 2007.

Potential Target Audiences for Interviews or Focus Groups[6]

The Program Development Team recommends that each county team collect primary data from the following recommended groups, collaborators and/or political entities. Those marked with an [*] are required, including the Extension Advisory Leadership System and local government officials. It is recommended that you collect primary data from at least three (3) other groups listed.

- * Local government
  - County Manager
  - County Commissioners
  - City/municipality officials (as applicable)
- * Extension Advisory Leadership System
  - County Advisory Committee
  - Program Committees

- Educational groups
  - School system
  - Community College
  - Colleges and universities
- Economic development groups
  - Chamber of Commerce
  - Small Business Center
  - Economic development groups
  - Committee of 100
  - SBTC
- Tourism Development Authority
  - Groups involved with tourism
- Farm service agencies
  - FSA
  - NRCS
  - NCDA
- Agricultural groups
  - Commodity groups
  - Agribusiness groups and leaders
- Food service industries
- Civic groups
- Non-profit organizations
- Other county departments
  - Health Department
  - Department of Social Services
- Community-based organizations
  - Smart Start
  - Faith-based organizations
- Representative groups/people reflecting county's demographics
  - Targeted Identifiable Populations (identify population)

[6] Developed by R. Dale Safrit, Ed.D. & Wanda Sykes, Ed.D., April 2007.

Quick Tips for Conducting Effective Interviews and Focus Groups [7]

Interviews and focus groups are information (i.e., data) gathering methods that are particularly useful for exploring participants' in-depth concerns, ideas and opinions. Both methods use pre-determined open-ended questions to guide either face-to-face or distance (e.g., telephone) discussions with either a single individual (interview) or small groups of individuals who share specific attributes or characteristics (focus group). The set of predetermined questions is called the Interview Schedule and should be developed ahead of time based upon specific ideas and opinions that the researcher seeks to explore. Normally, interviews should last no longer than 30-45 minutes, and focus groups no longer than 60-90 minutes.

Preparing for Interviews and Focus Groups

1. Call potential participants to invite them to the session.
2. Send participants a written follow-up invitation with a proposed agenda, session time and list of questions the group will discuss. Plan to provide a copy of the report from the session to each member and let him/her know you will do this.
3. About three days before the session, call each participant to remind him/her to attend.
4. Choose a setting with little distraction. Avoid bright lights or loud noises; ensure the interviewee is comfortable (you might ask them if they are), etc. Often, they may feel more comfortable at their own place of work or home.
5. Assure participants that their responses will be treated confidentially.
6. Explain the format of the interview/focus group to be used. Indicate how long the session is expected to take.
7. Tell them how to get in touch with you later if they want to, and ask them if they have any questions before you both get started with the session.
8. Don't count on your memory to recall comments and answers. Ask for permission to record the interview and/or bring along someone to take notes. Bring extra batteries for use with the tape recorder.
9. Hold sessions in a conference room, or other setting with adequate air flow and lighting. Configure chairs so that all members can see each other. Provide name tags for members, as well. Provide refreshments, especially box lunches if the session is held over lunch.

Conducting the Actual Session

1. Introduce yourself, and ask participant(s) to introduce himself/herself.
2. Occasionally verify the tape recorder (if used) is working.
3. Ask one question at a time.
4. Attempt to remain as neutral as possible, and avoid showing strong personal reactions to participants' responses.
5. Encourage responses with occasional nods of the head, "uh-huh's, etc.
6. Be careful about the appearance when note taking. That is, if you jump to take a note, it may appear as if you're surprised or very pleased about an answer, which may influence answers to future questions.
7. Provide transition between major topics, e.g., "we've been talking about (some topic) and now I'd like to move on to (another topic)."
8. Don't lose control of the session. This can occur when respondents stray to another topic, take so long to answer a question that time begins to run out, or even begin asking questions to the interviewer.

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[7] Developed by R. Dale Safrit, Ed.D., May 2007.

9. It's critical that all members participate as much as possible, yet the session move along while generating useful information. Because the session is often a one-time occurrence, it's useful to have a few, short ground rules that sustain participation, yet do so with focus. Consider the following three ground rules: a) keep focused, b) maintain momentum and c) get closure on questions.
10. After each question is answered, carefully reflect back a summary of what you heard (the note taker may do this).
11. Ensure even participation by all. If one or two people are dominating the meeting, then call on others. Consider using a round-table approach, including going in one direction around the table, giving each person a minute to answer the question. If the domination persists, note it to the group and ask for ideas about how the participation can be increased.
12. In closing the session, thank all participants and indicate that that they will receive a copy of the report generated from their answers, and adjourn the meeting.

Immediately After the Actual Session

1. Make any expanded notes on your written notes, e.g., to clarify any initial notes, ensure pages are numbered, fill out any notes that don't make sense, etc.
2. Write down any special or unique observations made during the session (for example, was the respondent particularly nervous at any time? Were there any surprises during the interview?)
3. Have notes and/or recordings transcribed.

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Suggested Interview Script for
2007 NC Cooperative Extension Needs/Assets Assessment[8]

(NOTE: Facilitator and recorder should arrive at site 1 hour in advance of scheduled focus group. Arrange chairs in a circle with a tape recorder centrally located. Test tape recorder. Set up registration table with participant nametags, set up refreshment table and set out refreshments, locate restrooms, and place signs on doors identifying focus group room. Welcome participants by name as they enter and introduce yourself.)

****

Hello! We appreciate you taking your time to be here. Let me invite you to get some refreshments before we begin, and to make yourself comfortable. The restrooms are…..

First, let me welcome you here today! My name is [insert] and I am [professional title] with Cooperative Extension here in [insert] county. As part of our ongoing efforts to implement educational programs that directly address the current and most important needs and resources of our county's citizens and local communities, Cooperative Extension agents are conducting small focus groups, just like this one, across our entire state.

We are excited that you have accepted our invitation to come share with us about what you think of the important issues and opportunities facing [insert county name] County both today, and in the years ahead.

Let me say that there are no "right" or "wrong" answers – there are only your ideas and your opinions.

We ask that you share with us openly and honestly. At no time will anything you say be used to identify you as an individual. We are tape recording this session just so we can go back and make certain we understand accurately what you said. As called for in NC State guidelines, these tapes will be used to make a written copy, or transcription, of the focus group session today. Then, they will be destroyed.

Are there any questions you have at this time?

Let me begin by asking you to state your name for us, your first name or the name you like to be called by only, loudly and clearly so the tape recorder will pick it up, and our typist will be able to recognize your voice with all of your subsequent comments. [Each participant states first name for the record]

Question 1: Let's begin by talking about what you see as the most important challenges facing you, your household, and our county today.
Probe 1: If you had to identify one single challenge or issue that you believe is the most important facing our county today, what would it be?
Probe 2: Why is this such an important issue or challenge?

Question 2: Now, let's focus upon those assets and resources we have here in our county that could help us address some of these challenges and issues that you've identified.

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[8] Developed by R. Dale Safrit, Ed.D. & Wanda Sykes, Ed.D., April 2007.

Probe 1: If you had to identify one single asset or resource that you believe should definitely be used to address the challenges and issues we face, what would it be?
Probe 2: Why is this such an important asset or resource?

Question 3: Let's focus now in much greater detail on those challenges, issues, assets and resources related directly to our county's economy.
Probe 1: If you had to identify one, single economic challenge or issue that you believe is the most important facing our county today, what would it be?
Probe 2: Why is this such an important issue or challenge?
Probe 3: If you had to identify one, single economic asset or resource that you believe should definitely be used to help address the challenges and issues we face, what would it be?
Probe 4: Why is this such an important asset or resource?

Question 4: Let's focus now in much greater detail on those challenges, issues, assets and resources related directly to our county's natural resources and environment.
Probe 1: If you had to identify one, single environmental challenge or issue that you believe is the most important facing our county today, what would it be?
Probe 2: Why is this such an important issue or challenge?
Probe 3: If you had to identify one, single environmental asset or resource that you believe should definitely be used to help address the challenges and issues we face, what would it be?
Probe 4: Why is this such an important asset or resource?

Question 5: Let's focus now in much greater detail on those challenges, issues, assets and resources related directly to our county's youth and families.
Probe 1: If you had to identify one, single challenge or issue that you believe is the most important facing our county's youth and families today, what would it be?
Probe 2: Why is this such an important issue or challenge?
Probe 3: If you had to identify one, single asset or resource that you believe should definitely be used to help address the challenges and issues our youth and families face, what would it be?
Probe 4: Why is this such an important asset or resource?

Question 6: Before we adjourn our session, let me ask if there is anything else you'd like to share with us about our discussion today?

Well, that concludes our time together. Please help yourself to some more refreshments while our recorder quickly reviews and summarizes the key ideas we've heard today. We will reconvene in 10 minutes and at that time, we'll share a quick summary of today's session.

[Recorder shares brief summary]
Thanks again for making the time to be with us, and have a safe trip home!

NOTE: Today's date: _____Total time for interview or focus group session: _____hrs. _____mins.

Analyzing Interview, Focus Group and Community Forum Data[9]

Interviews and focus groups result in very meaningful qualitative data that may be analyzed objectively by following the steps below. Please note that this analysis requires time and must be proactively planned for.

1. Record the actual session (especially with focus groups).
2. Take written notes to supplement/back-up session recordings.
3. Following the session, have recordings transcribed. Give each separate transcription a unique identification number. (NOTE: often, the number will be the numeric date on which the session was conducted.)
4. Format transcriptions in double-spaced, numbered page documents, with a separate document for each individual interview and focus group. (NOTE: it also helps the reader to number each line on each individual page.)
5. Identify and recruit 3-5 individuals who may serve as objective "readers" of the transcriptions. (NOTE: readers should be familiar with the session focus, but not involved/connected directly to the specific topic/session. Thus, Extension professionals from other districts are excellent potential readers!)
6. Deliver the written transcripts to each reader, along with a copy of the Data Analysis Worksheet. Ask the readers to read each transcription thoroughly at least twice: first for an initial overview, and second for more in-depth analysis and theme identification.
7. Allow a minimum of 10 working days for readers to return Data Analysis Worksheets.
8. As a County Extension Team, review carefully each individual Data Analysis Worksheet and identify overall resulting themes.

Selected References

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[9] Developed by R. Dale Safrit, Ed.D., May 2007.

R.D., Scheer, S.D., & Safrit, R.D., Schmiesing, R., King, J.E., Villard, J., & Wells, B. (2003). Assessing the impact of the three-year old Ohio Teen B.R.I.D.G.E.S. program. *The Journal of Volunteer Administration*, 21(2), 12-16.

Data Analysis Worksheet[10]

Based upon my in-depth readings of the written transcripts, I have identified the following reoccurring themes, ideas, or issues based upon participants' comments. For each theme/issue/idea listed, I provide specific page and line references from the actual transcripts to support the specific theme/idea/issue. (NOTE: use as many copies of this worksheet as needed to record all themes/ideas/issues identified.)

Identified Theme, Idea, or Issue:

____

____

____

Specific References to this Theme/Idea/Issue from the Actual Transcripts:

Transcript No. _____ Page(s) _____ Line(s) _____

Transcript No. _____ Page(s) _____ Line(s) _____

Transcript No. _____ Page(s) _____ Line(s) _____

Transcript No. _____ Page(s) _____ Line(s) _____

Transcript No. _____ Page(s) _____ Line(s) _____

Identified Theme, Idea, or Issue:

____

____

____

Specific References to this Theme/Idea/Issue from the Actual Transcripts:

Transcript No. _____ Page(s) _____ Line(s) _____

Transcript No. _____ Page(s) _____ Line(s) _____

Transcript No. _____ Page(s) _____ Line(s) _____

Transcript No. _____ Page(s) _____ Line(s) _____

Transcript No. _____ Page(s) _____ Line(s) _____

[10] Developed by R. Dale Safrit, Ed.D., May 2007.

Community Forum: An Effective Program Planning Tool[11]

One means by which educators can promote dialog about the needs in their county among diverse groups of constituents and stakeholders is to hold a community forum. A community forum is a public meeting, also referred to as public forum, where people meet to express their feelings, opinions and views. It is an excellent program-planning tool because it can promote thoughtful discussions where many different points of view are shared. It also affords community members the opportunity to share specific information about emerging program opportunities and needs, as well as provide broad-based input from key clientele groups concerning their priorities for future educational programs.

Benefits of Community Forums

Holding a community forum has many other benefits because it:

- Is an interactive way of providing opportunities for immediate feedback and clarification of issues;
- Can be broad enough to address issues of concern across program areas, or specific enough to focus on one area;
- Can provide a focus for interagency cooperation in addressing critical issues more so than many other techniques;
- Can be a media event attracting additional involvement and support;
- Legitimizes future program plans; clientele are more likely to support and participate in county programs for which they have had prior input; and
- Can provide opportunities to attract and involve new clientele or attract new volunteers (Cornell, 2003).

Conducting Community Forums

There are primarily two common ways in which community forums are conducted. One method is to have a facilitator who will ask several open-ended, broad questions such as "What are some of the key problems/issues facing youth (or whatever your subject area is) that you would like to see addressed in this community and why?" Then, have an open microphone whereby audience members can express their feelings (most pressing concerns on their minds). The facilitator, in this case, must be very skilled at controlling the flow of meetings, asking probing questions, soliciting audience participation and monitoring time. This method is excellent when the educator really wants to know exactly what is on the hearts and minds of the stakeholders/target audience. It would also be helpful to use this method if there is no secondary data/existing statistics or information on the problems/needs/issues, or if that information is old or unreliable.

Another, more widely used method, involves inviting panelists, who represent different cross-sections of the community, to discuss their viewpoints on selected issues, then encouraging the audience to respond and contribute to the discussion. Using the example above, the panelist will speak on a specific issue(s) regarding youth such as delinquency, education, recreation, health, etc. This method allows the educator to determine the topics for the discussion in advance. This method is used when the educator has good evidence (data and existing statistics) about the key problems, but wants to learn more specific information from the stakeholders/target audience.

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[11] **Guion, Lisa A.** (2003). *Community Forum: An Effective Program Planning Tool*. EDIS: IFAS, #PE070.

Given that it is easy for audience members to stray away from topics at hand, using a facilitator with this method is also recommended. This method would be helpful in exploring more detailed information about predetermined needs in the community.

Conclusion

To summarize, regardless of the methods used, community forums can promote reflective and inclusive discourse on significant problems and issues in the community (ASCD, 2003). A community forum allows input into Extension programming beyond the limited members of the county/program advisory committee. It also can facilitate a more in-depth understanding of the needs/problems/issues in a community. The second article in this two-part series will discuss key strategies for conducting community forums as well as ways to avoid common pitfalls.

References

Conducting a community forum. Retrieved from Cornell Cooperative Extension website on August 22, 2003 at http://www.cce.cornell.edu/admin/program/documents/townmtg.htm.

Lukas, C. & Hoskins, L. (2003). *Conducting community forums: Engaging citizens, mobilizing communities*. St. Paul, MN: Wilder Publications.

Setting up community events and forums. Retrieved from the Association for Supervision and Curriculum Development (ASCD) website on August 21, 2003 at http://www.ascd.org/advocacykit/setting_up.html.

Strategies for Conducting Community Forums[12]

Introduction

Community forums are wonderful vehicles for obtaining input from county or area clientele groups about the needs, issues, problems, and/or future directions for Extension programming. A community forum can supplement secondary data/statistics (analyzed needs) by enabling educators to learn the expressed needs/issues/problems of their clientele groups and stakeholders. The first article in this series, *Community Forums: An Effective Program Planning Tool*, provides more detailed information about the value and benefits of, and two methods for, conducting community forums. This second article in the series presents key strategies for conducting community forums as well as ways to avoid potential pitfalls that hinder the effectiveness of community forums.

Planning Community Forums

There are some essential tasks that must be completed in order to plan, conduct, and utilize information obtained from community forums. In order to properly plan a community forum it is recommended that a:

- Steering committee be formed to get broad representation and buy-in for the forum;
- Marketing plan be developed for compiling the list of invitees and publicizing the forum;
- Neutral location be selected that is accessible to the most invitees;
- Skilled facilitator is selected;
- Date be selected that does not interfere or conflict with major community/area events;

[12] **Guion, Lisa A.** (2003). *Strategies for Conducting Community Forums*. EDIS: IFAS, #PE071.

- Method, such as sign in sheets, be instituted to document participation in the forum (Note: Have the sign-in sheets available as people come in, and make sure it is staffed throughout the meeting because sometimes members of the press come late); and
- Method, such as having a transcriber or video/audio recorder, to document the information shared. (Note: If using video, make sure you inform participants at the beginning. Videotaping may prevent some people from being as candid.)

Other Strategies for Successful Community Forums

Success of community forums is also contingent upon support from local formal and informal leaders in the community. Educators, with help from the steering committee, must solicit support from influential people in the community in order to gain broader participation. If possible, educators can build in incentives for participation such as door prizes, drawings, discounts on programs or publications, etc.

Also, in the first article of the series, several implementation strategies were shared. The primary strategy is to have a skilled, highly trained, experienced, independent facilitator who can solicit input from attendees, deal with dominant and hostile individuals, move the forum forward in a timely manner, generate questions and discussion, and perform other pertinent functions inherent in the facilitator role.

There are some potential problems and situations that can occur when using the community forum method that educators must be prepared for. Below are some pitfalls that educators may encounter when conducting community forums and some strategies that can be planned for in advance to eliminate or minimize the problem.

Potential Problems	Strategies
Key leaders and/or representative clientele may not be in attendance which will limit true broad-based input.	Do not conflict with other events going on in the community/area. Give adequate advanced notice. Make personal contact with key leaders and/or representative clientele to invite them. Have key leaders and/or representative clientele agree to serve as panelists or some other important role.
Domination by individuals or groups may skew data/information collected.	Use a well trained, independent facilitator who has diplomatic skills to politely interrupt the dominators and solicit discussion from others.
Individuals may be reluctant to express concerns/feelings in a group setting.	Encourage individuals to share on the open microphone, but also have comment cards available for people who want to remain anonymous. The facilitator can read their comments to entire group.
Hostile individuals or groups may disrupt the process or create a negative atmosphere.	Use a well-trained, independent facilitator who has mediation skills.
Under-representation by some groups of individuals	Use a diverse marketing strategy that includes different methods.

Finally, attention must be paid to preparing the report on the forum. The information should be summarized and the frequency of same/similar needs, issues, problems, and opportunities noted then prioritized. The report provides documentation that can be used within Extension and/or by local agencies, public officials and organizations in planning strategies to deal with critical local issues. An important step that is often omitted involves sharing the report with all forum participants. This can be achieved via a newspaper article, newsletter, or mailing to forum participants. This simple gesture confirms that participants have been heard. Educators should also inform key individuals who were unable to attend. One could create a product such as video, press clips, or meeting notes/proceedings that are sent to absent, but interested parties (ASCD, 2003).

More importantly, educators must use the information obtained to set priorities and plan their programs. Educators should again communicate with forum participants to share how the programs are addressing the issues revealed during the forum.

Conclusion

To summarize, considerable time and energy must be spent to effectively plan, implement and respond to community forums. However, the rewards are well worth the investment of time and energy expended. Community forums can be one of the most powerful methods of gaining a more in-depth understanding of the needs, problems, issues and opportunities in a community.

References

Conducting a community forum. Retrieved from Cornell Cooperative Extension website on August 22, 2003 at http://www.cce.cornell.edu/admin/program/documents/townmtg.htm.

Lukas, C. & Hoskins, L. (2003). *Conducting community forums: Engaging citizens, mobilizing communities*. St. Paul, MN: Wilder Publications.

Setting up community events and forums. Retrieved from the Association for Supervision and Curriculum Development (ASCD) website on August 21, 2003 at http://www.ascd.org/advocacykit/setting_up.html.

Tips for Conducting a Community Forum[13]

Before

- ✓ Form a steering committee to get broad representation, buy-in and broader participation.
- ✓ Review secondary data to determine which issues should be explored in more detail during the forum. See list of possible questions.
- ✓ Prepare open-ended questions to solicit information on other critical issues.
- ✓ Decide which format you will utilize – an open microphone or panel discussion.
- ✓ Secure necessary resources. This will include a skilled moderator as well as panelists and other volunteers if desired. Provide additional training if necessary.
- ✓ Select a neutral location that is accessible to the majority of invitees.
- ✓ Select a date that does not interfere or conflict with major community/area events, and then set the date far enough advance so that people can plan.
- ✓ Develop and implement a marketing plan for compiling the list of invitees and publicizing the forum, and use diverse marketing strategies to reach target audiences.
- ✓ Make personal contact with key leaders and/or representative clientele to invite them, and have key leaders and/or representative clientele agree to serve as panelists or some other important role.
- ✓ Collect incentives for participation such as door prizes, drawings, discounts on programs or publications, etc.
- ✓ Prepare a method, such as a sign-in sheet, to document participation, and secure volunteer to staff sheet throughout the meeting.
- ✓ Prepare a method, such as having a transcriber or video/audio recorder, to document the information shared. Make sure you inform participants at the beginning.
- ✓ Test any electronic equipment to ensure it is working properly, and be familiar with its use. Bring extra batteries, tapes, pens, power cords, etc.

During

- ✓ Ensure all attendees sign the sign-in sheet. If members of the press attend, get their name as well as the name of their organization and their contact information so you can follow up on coverage.
- ✓ The facilitator (who should be skilled, highly trained, experienced, and independent) should solicit input from attendees, deal with dominant and hostile individuals, move the forum forward in a timely manner, generate questions and discussion, and perform other pertinent functions inherent in the facilitator role.
- ✓ Encourage individuals to share on the open microphone (if applicable), but also have comment cards available for people who want to remain anonymous.
- ✓ Network with key stakeholders.
- ✓ Distribute incentives for participation such as raffled door prizes, drawings, discounts on programs, or publications, etc.

After

- ✓ Prepare the report on the forum that summarizes the frequency of same/similar needs, issues, problems, and opportunities, and prioritizes them.
- ✓ Share the report with all forum participants via newspaper article, newsletter, or mailing.
- ✓ Inform key individuals who were unable to attend the forum of the key issues.
- ✓ Use the information obtained to set priorities and plan programs.

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[13] Developed by Lisa A. Guion, March 2007.

Sample Agenda for a Community Forum (PANEL FORMAT)

Eastern Wake County Gang Prevention Community Forum

PART A Thursday, 19 April 6:30 P.M. - 9:00 P.M. PART A

6:30 PM -	Welcome & Introduction
30 min. -	"Wake County: Making it Gang Free" - WCGPP
30 min. -	Eastern Wake County Law Enforcement Report - Sheriff & Towns
30 min. -	Community Engagement Panel - Agencies Community Assets and Resources,
20 min. -	**Issues Identification, Questions and Answers**
15 min. -	**Next Steps, Confirm Logistics and Plans for Part B**
10 min. -	Comments / Adjournment

*** Co-Moderators:** Darryl Blevins, Wake County Human Services &
Ricardo Perez, Wake County Gang Prevention Partnership

Eastern Wake County Gang Prevention Community Forum

PART B Thursday, 17 May 6:30 P.M. - 9:00 P.M. PART B

5:30 PM -	"Wake County: Making It Gang Free" - WCGPP People will know about this pre-session presentation by word-of-mouth.
6:30 PM -	Welcome & Introduction
10 min -	Review of Highlights of Part A, Introduction to Part B
30 min. -	Eastern Wake County Law Enforcement Report (Towns & Sheriff)
30 min. -	**Community Assets and Program Review**
30 min. -	**Plan of Action – Work Groups Focus on Issues Categories**
30 min. -	**Presentations by Work Groups**
10 min. -	Next Steps for this Region, Creation of an “Eastern Wake County Gang Prevention Community Group”
10 min. -	Comments / Adjournment

*** Co-Moderators:** Darryl Blevins, Wake County Human Services &
Ricardo Perez, Wake County Gang Prevention Partnership

News Release SAMPLE
Human Services

FOR IMMEDIATE RELEASE   April 10, 2007
Contact: Andrew Meyer, Wake County 4-H Youth Development 919-250-3977

EASTERN WAKE COUNTY COMMUNITIES INVITED TO GANG PREVENTION FORUM
APRIL 19 IN KNIGHTDALE

Everyone living in Eastern Wake County is invited to learn about gangs and the gang presence in the region at a Gang Prevention Community Forum on Thursday, April 19, 2007, from 6:30 to 9:00 p.m. at the Faith Baptist Church in Knightdale. Next Thursday's meeting is the first of a two-part forum during which community members will identify and discuss critical issues related to gangs. The second part of the forum, which will be May 17, will focus on ideas for solving gang problems.

"The 2006 Wake County Community Assessment reported the continued growth of gang activity in Wake County," said Gibbie Harris, director of Community Health for Wake County. "This is an issue that affects every citizen in our community. If we are truly interested in a gang-free community we will all need to be educated about the issue and willing to take action to support the children residing in Wake County."

"This forum offers the citizens of Eastern Wake County the opportunity to learn more and to get involved. The Gang Prevention Partnership and the County Commissioners are very excited about the efforts of the leaders of Eastern Wake County to address this issue," said Harris.

The Wake County Gang Prevention Partnership is sponsoring the two-part forum, along with 17 organizations and the police departments in Zebulon, Knightdale and Wendell. Both Gang Prevention Community Forums will be at Faith Baptist Church at 2728 Marks Creek Road, between Wendell and Knightdale.

NEEDS ASSESSMENT ____COUNTY

Dear Sir/Madam   Date_____

North Carolina Cooperative Extension is seeking your input to ensure that our educational programs adequately address the important issues in your community. Please rate the level of significance of the key issues listed in the table below by circling the appropriate number for your response. If you feel that there are **other very significant issues** in your community that have not been included in the table, please list them at the end of the table. Your contribution to identify community needs is greatly appreciated.

Please return your completed needs assessment to the following address.

Sincerely,
_____ County Extension
(Return Address)

List of Issues/Needs	**Not significant 1**	**Somewhat significant 2**	**Significant 3**	**Very significant 4**
Improving health and nutrition.				
Increasing leadership, personal development and citizenship skills.				
Increasing economic opportunity and business development.				
Increasing educational achievement and excellence.				
Improving the agricultural and food supply system in NC.				
Environmental stewardship				
Natural resources management.				

Please List Other "Very Significant" Issues in Your Community: ______________________

County Action Plan for Gathering Primary Data[14]

Targeted Stakeholder Group	Targeted Date for Data Collection Completion & Responsible Individual	How Primary Data Will be Collected			
		Interview	Focus Group	Community Forum	Survey
REQUIRED GROUPS					
County Extension Committee					
Extension Program Committees					
County Manager					
County Commissioners					
City/Municipality Officials					
OTHER TARGETED GROUPS (NOTE: must select at least three)					
Formal Educational Groups (School system, Community College, Universities, etc.)					
Economic Development Groups (Chamber of Commerce, Small Business Center, Economic development groups, Committee of 100, SBTC, etc.)					
Tourism Development Authority					
Farm service agencies (FSA, NRCS, NCDA, etc.)					
Agricultural groups (Commodity groups, Agribusiness groups and leaders, etc.)					
Food Services Industries					
Civic Groups					
Non-profit Organizations					
Other County Departments (Health Department, Department of Social Services, etc.)					
Community-based Organizations (Smart Start, Faith-based organizations, etc.)					
Targeted Identifiable Populations (identify)					

[14] Developed by R. Dale Safrit, Ed.D., May 2007.

North Carolina Cooperative Extension
Program Development Institute:
A Solid Foundation for Extension Programming
In North Carolina

Identifying and Utilizing Community Assets

Strategy for Conducting Individual Assets Inventory

Step 1: Decide on the geographic area you want to cover.

Step 2: Involve ALS and other key stakeholders in this process.

Step 3: Decide whether you will go through community-based groups. Decide which groups.

OR

Canvass individuals in particular community areas/city blocks/ streets. Decide total number of people you will try to obtain from each community/block/street. Need to have trusted members of community accompany you during the inventories.

Step 4: Administer the inventory. If you opt to canvass a community/block/street then you may encounter different literacy levels. Reading the inventory is most commonly used when canvassing.

Step 5: Tally the strengths and skills. Mark any particular skills that can be used.

Step 6: Submit follow-up report of assets to community.

Step 7: Contact individuals who indicated that they would like to use their skills as a volunteer with Extension and/or would enjoy teaching their skills to others.

Step 8: Use identified assets as appropriate.

Identifying Assets In My Community
Individual Assets Inventory[15]

Indicate if each of the following skills, types of knowledge, activities and responsibilities is something you can do. For those things that you "can do" indicate whether you would use those skills as a volunteer with Extension and/or would enjoy teaching someone else to do it.
Note to User: You should/can change skill and knowledge items to relate to skills, knowledge and resources needed to help address high priority issues.

Skill, Type of Knowledge, Activity, Responsibility	Please place a check by those things you:		
	Can do	**Would do as a volunteer in your community**	**Would enjoy teaching to others**
Building a web site			
Using the internet to find information			
Writing news stories			
Doing radio/television presentations			
Fundraising			
Public speaking			
Desktop publishing			
Bookkeeping			
Word processing			
Preparing computer graphics			
Contacting and talking to people on the phone			
Preparing and managing budgets			
Managing other people			
Putting ideas into a written document			
Painting walls or the exterior of houses			
Brick laying or masonry work			
Installing drywall			
Installing floor coverings			
Preparing meals for large numbers of people			
Operating commercial food prep equipment			
Baking			
Driving a van			
Driving a bus			
Caring for infants (0-1 years of age)			
Caring for toddlers (1-3 years of age)			
Caring for preschool children (3-5 years of age)			
Caring for children (5-11 years of age)			
Taking children on field trips			
Caring for the elderly			

[15] Developed by Lisa A. Guion based upon Kretzmann, J. P., & McKnight, J. L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. Chicago, IL: Northwestern University for Urban Affairs and Policy Research.

Skill, Type of Knowledge, Activity, Responsibility	**Can do**	**Would do as a volunteer with Extension**	**Would enjoy teaching to others**
Caring for the mentally ill			
Caring for the sick			
Caring for physically or developmentally challenged individuals			
Playing a musical instrument (which one?)			
Singing			
Acting/theatre			
Craft work (e.g. ceramics, pottery, crochet)			
Sewing, dressmaking			
Tutoring students			
Gardening			
Mechanic work			
Speaking Spanish or another langue			
Teaching/tutoring English as a second language			
Teaching adult literacy			
Nutrition and food safety knowledge			
Knowledge of health related issues			

Have you ever…?	*Check if Yes*
Served as an officer of a civic or service organization?	
Worked in support or opposition to a local issue?	
Held an elected office?	
Organized or managed a fundraiser?	
Facilitated a group discussion?	
Conducted personal interviews?	
Moderated a meeting?	
Started an organization?	

Please provide the following information so that we can create an entry for you in our community assets database. *(Note to User: Tell who will maintain the database, whether the database will be confidential or open, and how/if the info will be made available to community members who want to look it up.)*

Name: ____

Mailing address: ____

Phone number: ____

E-mail address: ____

Identifying Assets In My Community: Organizational Assets Inventory[16]

What type of organization do you represent? (*Check all that apply*)

_____ Arts
_____ Business/Economic Development
_____ Religious/Church/Spiritual
_____ Civic Events
_____ Hobby/Collector groups
_____ Ethics associations
_____ Emergency services
_____ Self-help/Mutual support
_____ Health group
_____ Physical fitness group
_____ Local or county government
_____ Men's group
_____ Women's group
_____ Sports/recreation
_____ Education/school
_____ Service club
_____ Social causes
_____ Veterans groups
_____ Youth groups
_____ Senior groups
_____ Study/book/library groups
_____ Gardening groups
_____ Political organization
_____ Media group
_____ Environmental group
_____ Maternal/child health group
_____ General disabilities
_____ Learning disabilities
_____ Other (please explain)

What is the target audience of your organization? (*Check all that apply*)

_____ Young children
_____ Seniors
_____ Men
_____ Physically/mentally challenged
_____ Ethnic groups (please list) _____
_____ Professionals
_____ Other (please explain
_____ Youth/teens
_____ Women
_____ Families
_____ Religious groups
_____ Your own membership
_____ Business people

Does your organization or group do any of the following? (*Check as many as apply*)

_____ Deliver healthcare/social services
_____ Provide education/training
_____ Provide arts and cultural events
_____ Offer programs for target groups
(List groups) ____________________
____
_____ Help with referrals
_____ Sponsor groups or individuals
_____ Provide recreational opportunities
_____ Give technical support
_____ Other (please explain)
_____ Give financial support

What best describes your organization? (*Check all that apply*)

_____ Government funded organization
_____ Schools
_____ Primary
_____ Secondary
_____ Post secondary
_____ Private business
_____ Private non-profit service organization
_____ For profit organization
_____ Library
_____ Other: _______________

[16]Adapted by Lisa A. Guion from Kretzmann, J. P., & McKnight, J. L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. Chicago, IL: Northwestern University for Urban Affairs and Policy Research.

If your group were asked, which of the following would you consider collaborating with Extension to address? *(Note to User: By this point in process, if you followed the steps, you will know what issues came out as priority and will be able to list those specifically.)*

	Would be very interested	**Would consider**	**Outside the scope of our mission**
Helping mothers			
Helping kids			
Helping teens			
Supporting schools			
Supporting libraries			
Supporting emergency services			
Promoting community spirit			
Promoting local business			
Helping the disabled			
Helping seniors			
Helping the poor/homeless			
Supporting the arts			
Supporting recreational activities			
Supporting addiction prevention programs			
Supporting anti-violence programs			
Supporting environmental activities			
Supporting development of parks			
Health Referrals			
English language tutoring			
Spanish language tutoring			

How likely is it that your organization or group would be willing to provide or share the following organizational resources with other community organizations or groups?

	Very likely	***Somewhat likely***	***Not at all likely***
A room or place for a meeting			
Membership list			
Member or employee volunteer time			
Technical expertise of your organization			
Access to equipment			
Access to vehicles or similar equipment			
Donations of materials			
Space in your newsletter			
Help with referrals			
Education/training			
Share cost of delivering services			
Sponsor arts/cultural events			
Sponsor or provide recreational activities			
Share cost of producing/distributing information			

Please provide the following information so that we can create an entry for your organization or group in our community Organizational Assets Database. *(Note to User: Tell who will maintain the database, whether the database will be confidential or open, and how/if the info will be made available to community members who want to look it up.)*

Name of organization: ____

Main office address: ____

Main office phone number: ____

E-mail address: ____

Optional: Please provide a brief summary of your organization or the mission statement of your organization: ____